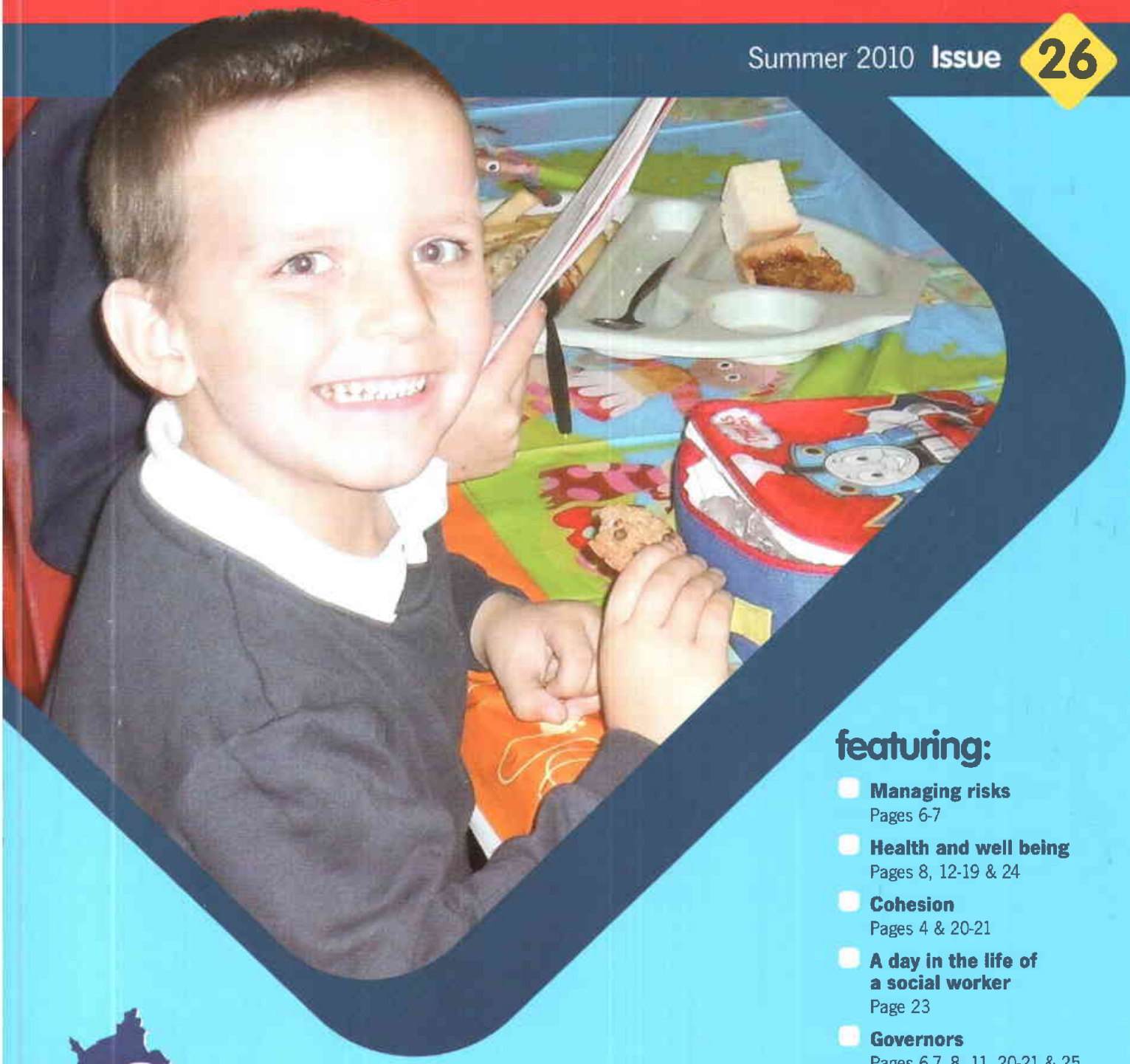
Cambridgeshire County Council

learning together

Summer 2010 **Issue 26**



featuring:

- **Managing risks** Pages 6-7
- **Health and well being** Pages 8, 12-19 & 24
- **Cohesion** Pages 4 & 20-21
- **A day in the life of a social worker** Page 23
- **Governors** Pages 6-7, 8, 11, 20-21 & 25

a termly magazine for school staff & governors

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Dear readers...

Children and young people have a thirst for adventure, challenge and taking risks. This can be seen right from their early attempts to crawl and continues throughout their childhood. Risks emerge not just as physical risks but also emotional challenges such as the letting go of their parent's hand to walk into their new classroom, where the outcome and end of the adventure is clearly not seen, even though the parent has reassured the child they will return. Through undertaking and overcoming challenges, young people learn and grow towards adulthood and into happy and fulfilled lives.

Whilst no one wants children to come to harm or injury, children face increasing anxiety from adults about their safety across many aspects of their lives.

Having to weigh up whether an activity is worth undertaking when risks can appear to be great heightens this anxiety for staff working with young people. Headteachers, governing bodies and managers want staff to feel supported and that plans will be delivered successfully.

Children and Young People's Services is committed to ensuring that young people can access a range of different and appropriate challenges that will allow them to develop and to supporting staff involved in this learning and development.

The last few years have seen a number of key documents and statements which support these views:

- Sir Digby Jones in 2007 published a challenging document entitled 'Cotton Wool Kids'. He argues that wrapping children in soft environments without risk will severely limit their development, future prospects and our nation's development potential. The UK will have future generations who are less prepared to engage with risks, which will reduce our capability to be innovative and creative.
- Judith Hacket, the Chair of the Health and Safety Executive is also concerned about risk and the future, saying "if the next generation enter the workplace having been protected from all risk, they will not be so much risk averse as completely risk naïve"

We must continue exploring the meaning of risk and challenge within learning and how this enables the development of resilient and capable future generations.

Within this edition of Learning Together, you will find a range of articles that illustrate how risks and challenges are developed and are being successfully delivered within schools and services in Cambridgeshire. There are also articles about how the safeguarding aspects of the Every Child Matters agenda are being implemented so that the welfare of our children and young people is properly protected, as well as features on the closely-related topic of promoting Well-Being.

Gordon Jeyes
Executive Director - Children and Young People's Services

Acknowledgements

Articles, letters and pictures
We are keen to receive all contributions. Please send them to Paul Ainsworth, Box CC1003, Castle Court, Shire Hall, Cambridge CB3 0AP or email: **paul.ainsworth@cambridgeshire.gov.uk**

Notes for Contributors
Ideally contributions should not exceed 500 words and much smaller contributions and news items are also welcome. Please include photographs with parental permission to print when possible. We have produced a guidance note for contributors.

For a copy please phone Sonia Fresco on 01223 699221 or email: **sonia.fresco@cambridgeshire.gov.uk**

The deadline date for the next edition of **Learning Together** is **21 May 2010**.

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Cover picture: The Healthy Schools Programme run at Colville Primary School.

Building Community Understanding Cohesion – A Curriculum Approach

"Children are our message to a future we shall not see"

In Cambridgeshire we believe that children and young people make an accompanied journey of learning and discovery as they develop understanding of their individual and collective relationships to their communities. Community Cohesion demands community understanding and the child's journey must acknowledge and embrace ever widening and more diverse and complex communities.

This is the function of "schooling" - to accompany, facilitate and sometimes lead the child's journey so that they develop skills, attitudes and understanding.

Entitlement

The Cambridgeshire Personal Development Frameworks seek to describe a progressive entitlement of experience for children and young people as they grow and mature. The core of this takes the form of questions that we think they have the right to engage with by working with their peers, adults and their widening communities.

So, when children are five or six we want them to think about:

- What different groups do I belong to e.g. family, classroom, Rainbows, friends, neighbours etc?
- Why are these groups special to me?
- In what ways are people I know the same and how are they different?
- What things are especially important to my family and me?
- What are some of the things that make our lives different?
- How can we show that we care about what other people believe in and how they live their lives?
- How do we celebrate what we believe in and how is this different for different people?

Eleven years later and the themes are similar but the world of community experience for 15 year olds has expanded:

- What does it mean to me to be a citizen in the UK and how does my understanding differ to other people?
- How can I understand the idea of "Britishness" to include everyone who lives and works here?
- How are our identities affected by changes in society, now and in the past?
- How do individuals and organisations instigate change within communities?
- Why is community cohesion important in my own community?
- How can we recognise difference between groups of people, while building on connections?
- How does community cohesion impact on my own rights and responsibilities?

Developing Resources

The PSHE Service is working in partnership with CREDS (Cambridgeshire Race, Equality and Diversity Service) and Sue Ward the RE and SACRE Adviser and Cambridgeshire schools to develop examples of best practice to support all our schools in helping our children and young people engage with these important and difficult questions. The outcomes will be teaching guidance, resources and support that will be made available to all our schools and settings. We are starting with secondary schools at Keystage 3 and our school partners supported by Learning advisers and support officers are deliberately setting out to break down some of the subject barriers that have existed traditionally. So we have English departments, Scientists, Mathematicians, Religious Education teachers, Humanities departments and Art, Drama and Media Studies specialists working together to address the key learning themes of Community Cohesion.

"It's my flag too and I want it back!"

(Show of Hands: Roots)

We are keen to include approaches and talents that can help children and young people engage with sometimes difficult and sensitive areas of learning such as working out how an individual can be patriotic and express national identity without being chauvinistic and exclusive. This will involve the use of drama companies and, we hope, puppetry to help children express and explore their views and anxieties safely.

Future Plans

Over the next two years resources will be developed for all phases and ages so that Cambridgeshire schools can draw upon a pool of proven and excellent practice in making their contribution to Community Cohesion.

info

For more information contact: Jon Pratt, Manager
PSHE Service 01480 375171; jon.pratt@cambridgeshire.gov.uk

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Managing risks in off site visits

Recently a group of teachers from schools was asked to remember an event from their own school experience where they learned something. Some remembered learning that occurred in a classroom, others outside but on the school site, but the largest group remembered a significant learning experience that occurred off site and away from the school. **Learning Outside the Classroom (LOtC)** has seen a revival in recent years with a manifesto for LOtC, an Ofsted report publishing the findings that LOtC has a significant impact on raising standards, and in the last year, a new Council for LOtC, with a web site supporting staff with ideas. A key principle behind LOtC is that it is not just what we learn but how and where we learn it.

But are the risks worth it?

Stephen Brown, the County Council's Outdoor Education Adviser explores how risk management can be straight forward and how staff can plan effectively and ensure that their plans for learning outdoors deliver the goods.

The Health and Safety Executive in recent years has given some positive messages about managing risks.

- **Bill Callaghan, Chair of the Health and Safety Commission** said in 2007 when launching Principles of Sensible Risk Management said, "I am sick and tired of hearing that 'health and safety' is stopping people doing worthwhile and enjoyable things. If you're using health and safety to stop everyday activities, get a life and let others get on with theirs."

- **Judith Hacket Chair of HSE in 2008** said about children's development "If we don't allow children to experience managed risk I have grave concerns about the future for workplace health and safety. If the next generation enter the workplace having been protected from all risk they will be not so much risk averse as completely risk naïve..."

In 2008, the DCSF, DCMS (Department for Culture Media and Sport) and Play England published the milestone document "Managing Risk in Play Provision". It describes a new process which introduces a new balance. It encourages staff to leave behind traditional approaches to risk assessment and to look at a more dynamic model of planning and risk management. The new approach is based upon a clear policy underpinning the establishment and staff. The policy supports a process that allows staff to describe the benefits of the activity and balance benefits against the risks. Risks are then managed by good group and pupil management skills and good ongoing risk management on the activity. The HSE supports the model as an example of sensible risk management in practice. Later this year, the English Outdoor Council will publish a document called "Nothing Ventured", which takes the key processes in the Play England document and blend them into the environment of LOtC and off site visits.

So what are the prospects for Cambridgeshire Schools?

In 2010 staff will see a decrease in the paperwork required for LOtC activity with the introduction of a new online planning system called Evolve. This has been available to schools since October 2009 and allows staff to plan easily and effectively, enabling their plans for off site activity to be electronically approved by the Schools Educational Visits Coordinator. For plans for activity that requires Local Authority approval, (Adventure and Abroad visits) the EVC forwards them electronically, allowing easier communication and greater support for staff.

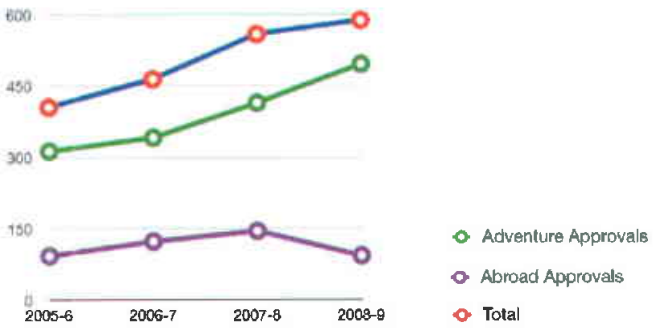
This year sees the acceleration of the National Quality System - The LOtC Quality Badge. The badge is awarded to companies and providers who provide schools with services, including Farm Visits, Museums, Field Studies, Residential Providers, Adventure Organisations and Companies which organise Visits Abroad and Expeditions. School staff when using LOtC Badge Providers can accept that the company has been inspected and approved as good for LOtC. All LOtC badge providers can be found on the LOtC QB website and will shortly be accessible on Evolve. We accept all LOtC badge providers and do not require staff to investigate providers about safety, but want to ensure that schools plan effectively with their provider. This again will reduce paperwork, and build confidence with schools that they are using a provider who has been checked as safe.

Later in 2010, we will undertake a major redrafting of our standards for planning off- site visits. We hope that this will align with other Local Authorities, ensuring common processes and standards. It will include new guidance on consent, allowing more off site activity to occur with less paperwork. Linked to this will be a training programme for all EVCs to ensure that new procedures and policies are put quickly into practice.

Cambridgeshire's Support for Staff and Schools

In the last five years the number of visits approved by the Outdoor Education Adviser Service has increased by 100% as indicated by the graph.

Adventure and Abroad Approvals by Outdoor Education Adviser Service



In 2009, the Outdoor Education Advisory Service trained and briefed just under a thousand staff on a wide range of courses from EVC Training, an excellent practical training course for staff who lead visits, courses for developing outdoor learning on school sites, training staff who lead Duke of Edinburgh Award Groups through First Aid and Walking Group Leader Courses and specific course for schools with climbing walls. This year there will be continuing briefing sessions for staff who lead exchange visits, with specific guidance based on the recent changes that affect safeguarding. This whole programme of approval of plans and training staff is designed to support staff to manage risk. In February we launched a new LOtC project for 21 schools to develop a wider range of experiences outside and further away from their buildings. This is a joint project between the Outdoor Education Advisory Service, Cambridgshire Advisory Service and Cambridgeshire Outdoors. Outcomes from the project will be published in the Autumn.

So are the risks worth it?

Most definitely, in terms of pupils benefiting and accessing a wide range of experiences that directly affect their learning. Staff see the benefits of first hand learning. The Outdoor Education Advisory Service is fully committed to ensuring that staff feel supported with high quality advice and training.

Safeguarding Children – Training for Governors

In September 2010 Governor Services will introduce a scheme to award a certificate to those governors who complete a set of courses covering various aspects of safeguarding. We hope that completing this set of courses will give governors a good grounding across the range of governing body responsibilities in this area.

The full set of recommended courses is:

- **Safer Recruitment in Schools***
- **Child Protection**
- **Health & Safety***
- **Freedom Of Information Act (FOIA), Data Protection And Information Security**
- **Staying Safe: A School Culture Free From Harassment And Bullying**
- **Child Protection: Allegations Against Staff**

Governors can choose to complete four of the six courses listed.

* These courses will be included in the core training programme and accessed online.

Safer Recruitment training can be accessed online at the Children's Workforce Development Council website **http://elearning.cwdcouncil.org.uk/login/index.php**

Health & Safety Training can be accessed free by schools subscribing to Cambridgeshire Governor Services on the Governors E Learning website GEL at **http://www.elc-gel.org/governors**

We will provide a record sheet and governors can ask course tutors to sign the record sheet as evidence of attendance at the courses. The record sheet will then be returned to us on completion of the series of courses. Those completing the specified courses will receive a certificate and be invited to the next presentation event 'Celebrating Success'.

Cambridgeshire Governor Services has a governor guidance note on "Safeguarding Children – Safer Recruitment in Schools". (CGS Governor Guidance Note 5 – available on the CCC Education Portal **www.ccceducation.net** - search on the unique resource ID: 1948) web

Staff care **pays dividends**

Many of the articles in this edition focus on securing safety and well-being for the children in our schools – but it's also vital that staff feel valued and content. The editor visited **Alderman Jacobs Primary** in **Whittlesey** and spoke to headteacher **Margaret Sargent** who regards staff well-being as a high priority.

Alderman Jacobs is a big school with 600 pupils and over 90 staff, part-time and full-time. Margaret, who has been Headteacher here for 13 years now, is proud of the fact that staff only leave for promotion or if external forces require it. Staff being away with stress-related illnesses is unknown. This is despite the school having a far from easy demographic. There is, for instance, no Special School in the area so the proportion of children with high level needs is unusually high.

The catalyst for concerted action in this area was a County Council project which Alderman Jacobs took part in a few years ago. The starting point was a questionnaire for all staff, the results from which identified a number of action points which needed to be worked upon – for instance, communications across the school required improvement and this was done. Appointment of a team leader for Teaching Assistants and more regular TA meetings were other outcomes. Two members of staff – a Teaching Assistant and a young teacher who was keen to get project experience – led on this work.

Although the County programme ceased, the school has continued to take the well-being approach further. Many of the developments were "little things" but, as we all know, these can still make a big difference. An example is the staff room which Margaret described as having been like a room in a care home; after consultation with staff, the furniture and layout was changed to give a friendlier, more informal feel to the space (the money coming from Margaret's consultancy earnings). The toilets also got a complete makeover. Maureen, the TA who helped lead the original project, is still very much involved. She is given £20 a month to spend on "treats" for staff, mostly in the food and drink line. She also organises fund-raising events, such as coffee mornings for Macmillian, which are great for morale. At present money is being raised to enable a member of staff to visit the school's "twin" in Sierra Leone. Other fund-raising takes in Children in Need and Comic Relief with the pupils also getting fully involved.

Margaret is convinced that socialising is highly beneficial to developing the team ethos. Her Phase Leaders, for instance, get a small sum to enable each team to have a termly lunch, usually in school. The Leadership Team also go out for a meal once a year or so. On the more formal side there are fortnightly staff meetings which are tightly timed and agenda'd. Margaret believes that staff are entitled to their own relaxation time so discourages people coming in for lunchtime meetings. She is no fan, either, of twilight sessions given that staff have usually worked a long day before they start.

A few years back the School instituted a Change Team, comprising a couple of senior staff, parents, governors and staff (but not the Headteacher). This still operates and meets regularly to consider any major changes e.g. PPA. A representative of the Team then meets with Margaret to present recommendations. With such a big school, Margaret finds it essential to delegate a lot of autonomy to staff group leaders but she is very comfortable with this. The key to success has been establishing a clear school ethos and set of principles which everybody works to. And a spin off from such autonomy of course is that managers feel valued and empowered.

Margaret was keen to stress the contribution of the Governors to all this, particularly the "brilliant" Chair. They have, for instance, brought their meetings forward to 6.30pm to accommodate staff. She described them as a very harmonious group but not afraid to challenge.

Coming back to the "small things" agenda, Margaret also mentioned that one of the Mid-Day Supervisors devotes 30 minutes a day to looking after the staff room - stacking the dishwasher and keeping it generally clean and tidy, which is much appreciated by the staff. Margaret remarked too on how the staff themselves are very good to one another in terms of covering and being flexible.

All this attention to staff well-being must not, however, give the impression that the children don't always come first. The school was delighted to receive an 'Outstanding' verdict from Ofsted following last October's inspection. The report commented "Pupils feel extremely safe in school and report that they are confident in talking to adults if they have concerns. A group of older pupils all agreed with one who said 'Teachers are nice, friendly and care about you'". Feeling cared about themselves was no doubt a big factor here.

Staff well-being a high priority.

Operation bird box!

Volunteers at the Friends of Somersham Local Nature Reserve applied for a grant to acquire some bird boxes for the nature reserve.

We were successful in gaining £75 to buy 10 bird boxes and associated tools and equipment for the reserve. These will provide additional places for birds to build their nests and boost the diversity and quantity of bird life on the reserve. Children from Somersham Primary School Bird Watching Club proved to be excellent volunteers in making the bird boxes and also walking around the nature reserve to choose ideal places to put the boxes up. Ryan from Year 5 explained that 'we will be checking each nest box over the next year to see if any Blackbirds, Robins, Wrens or Pied Wagtails make a home and raise chicks, and then in the Autumn we will clean out the box ready for the next visitors.'

info

For more information
please contact Charlotte Lowry, Greenspace & Community Officer, 01223 715557
charlotte.lowry@cambridgeshire.gov.uk.

Smart work in Hartford

Now that nearly every child in Britain has access to the web, **internet safety** has become a major issue. National research shows that 18% of young people have come across harmful or inappropriate content online whilst 33% said their parents don't really know what they do on the internet. The editor visited **Hartford Junior School** to find out from their **ICT Coordinator, Kathryn Figg,** how they are tackling e-safety.

Kathryn explained that the school had a huge drive on e-safety and cyber-bullying during anti-bullying fortnight. This concluded with the launch of the STARZ programme, as part of which all children had received the SMART rules for internet safety and parents had signed it.

The cyber-bullying work was built around the very helpful material provided by the PHSE Coordinators. The school also used lessons and training from CEOP (Child Exploitation and Online Protection Centre), with each year group tackling a different aspect.

The SMART rules, which were introduced alongside this, are designed to help children keep safe on the intranet. They cover Safety, Meetings, Accepting material, Reliability and Telling. Each child signs and dates the rules including the undertaking "I understand that school can monitor my use of the computer and if I send nasty messages I can be stopped from using the internet or computers". Since the scheme started last September there have been no visible problems around internet usage and many children can tell you exactly what the SMART rules stand for.

The next step, which was happening shortly after my visit, was sessions for parents to make clear to them the roles they need to play. The school surveyed all children about their use of the web and the percentage (25%) who said they had seen something that worried them was higher than the national average. There has been a particular issue recently with children using Facebook and MySpace, where users must be 13 years or older. Parents have been contacted about this and asked to help discourage their children from joining the communities. STARZ, which the school now uses widely, is a safe and secure alternative which still allows children to set up forums and email one another. Kathryn considers STARZ to be an excellent platform for using new technology; such usage is already becoming more sophisticated with children, for instance, being asked for their opinions on particular issues.

Finally, Kathryn stressed that the school has no evidence that either e-safety or cyber-bullying is a problem there but she and colleagues consider that a proactive, preventative approach is essential. **It really is one of those areas where you can't be too careful.**

Ring of **safety**

Students who lack self-esteem and social skills are more than likely to feel unsafe and insecure in school. At **St Bede's Inter-Church School Cambridge**, great pains are taken to help such students as the editor found out from **Deputy Headteacher Richard Matthews** and **Year Coordinator Pat Greenwood**.

Richard explained that the school placed great importance on all students feeling safe and comfortable both inside and outside school so that they could go on to fulfil their potential. Much of the work to tackle this was carried out through the Inner Ring Club which Pat would tell me more about later. Amongst the other measures, one room in school is available as a "sanctuary", staffed by two Year Coordinators. It isn't just for Inner Ring Club members but any student who needs a bit of space or support during break or lunchtime. Some students move on to work with Sophie Smith, the Youth Worker from the Locality Team, who offers group work around improving social skills.

Students likely to benefit from help are usually identified during primary/secondary liaison and hence much of the work is concentrated on Year 7s. Students who join the school or who develop issues later will be picked up at the monthly Every Child Matters meetings.

The success of these measures can be seen mainly in terms of improved attendance and achievement but also students visibly becoming more confident and better skilled.

Pat and a former colleague created the Inner Ring programme some years ago and she currently facilitates it along with Jenny Mashford. Inner Ring Club members are mostly Year 7s though some are Years 8 and 9. They attend sessions for an hour a week to take part in activities aimed at enhancing different skills e.g. communication, listening, collaboration, confidence. Most of the activities involve students listening to and learning from each other, building trust and friendships along the way. The groups are small but aim for a mix of needs e.g. from children with Aspergers who don't lack confidence but have problems with social skills to those with low-self-esteem but sensitivity to the needs of others. Everyone is valued equally, with the right to speak and be listened to.

The activities usually lead to much discussion about actions and consequences. A student may mention a particular problem they are facing and how they currently deal with it; the Group will then offer alternative strategies and solutions and discuss their pros and cons.

Pat has collected quotes from students who took part in the Inner Ring and here is an example, from Andrew:

"I found it really helped with what I found difficult. We play games that help you learn and let you have fun all at the same time. Then we normally have a time that the leader asks you a question like "What do you find hard"? It really helps you if you have a problem in school because you feel that you can speak to the leader and they will help sort it out. If you get invited in to the group, accept, you will have fun and it helps with things that you find hard for future life. It has helped me a lot and now I am a leader in one of the groups."

Another quote, from a parent, perhaps sums up the effectiveness of the approach.

"Self belief is a wonderful gift that for some children, due to lots of circumstances, is difficult to receive. Inner Ring has played a big part in enabling my child to eventually believe in himself. As a result his grades and attitudes to work have improved. He now believes he can do it!".

"Ready to go" is ready to go

Romsey Mill, the Cambridge-based charity, is rolling out its **"Ready to Go"** resource to primary schools across the county.

Ready to Go has been developed by the Transitions Team at Romsey Mill to support children during the transition from primary to secondary.

Ellie Howes, Transitions co-ordinator at Romsey Mill, said:

"Moving from primary to secondary school can be a traumatic, daunting and difficult time for young people and their families, on a par with moving house. Ready to Go is designed to help children in the final year of primary school (year 6) prepare for this big move, reduce their anxiety and build their confidence."

"We know from research that more than two thirds of primary school children rate their school experience as positive whereas less than a third do so at secondary school, and that the gap in educational achievement between higher and lower social economic groups opens up starkly in the first years of secondary school. It's an important issue which our Ready to Go resource is designed to address."

Divided into 14 short topics, the Ready to Go workbook and accompanying facilitator's guide is designed to help year 6 children gather information about their new school, find out about homework, school uniform, rules and extra-curricular activities, and address issues that may be worrying them, such as bullying and making new friends.

Over a dozen Cambridgeshire schools are already using the material with small groups and whole classes. These include Manor Community College and the Parkside Federation.

Ben Slade, principal of Manor Community College, Cambridge, said:

"Ready to Go is an excellent resource that has significantly helped our year 7 students in making a successful transfer."

Romsey Mill's Transitions team is continuing to improve the Ready to Go resource by developing further links between the material and the Government's Personal Social and Health Education (PSHE) syllabus. In addition, an interactive whiteboard (IWB) version of Ready to Go will be available in spring 2010.

info

Further information or to order copies of the children's interactive workbook (£3 each) and the photocopiable facilitator's guide (£10 each), please contact Ellie Howes at Romsey Mill by telephone: 01223 566392; email transitions@romseymill.org; or visit www.romseymill.org.

web

Established by local churches in 1980, Romsey Mill works with around 1,000 young people and families every week including teenage parents, young families, children with autistic spectrum conditions such as Asperger's, and young people struggling in mainstream school or facing other life-challenging circumstances.

Ellie Howes and Naomi Message (Transitions Development Worker for South Cambridge) with the new resource.

The **Personal Health** & **Wellbeing** of Children & Young People

Life is Good • Knowing Children and Young People. Well-being is more than pleasant emotions, it is a positive and sustainable condition that allows individuals, groups or nations to thrive and flourish...

Try this quiz about the views, attitudes and young people in Cambridgeshire. It is based upon a survey of 15/16 years olds (Year 10) in all Cambridgeshire secondary schools in 2008.
The answers are on page 25.

What Do We Know About Young People?

The statements below all refer to 15 year olds in July 2008.

Statement	True	False
Fewer young people are taking exercise compared to 2006		
More young people are experimenting with illegal drugs compared to 2006		
Young people would prefer to talk to their parents about sex and relationships		
Girls feel more in control of their health than boys		
Girls are more confident in talking to peers and adults than boys		
Girls have higher self-esteem than boys		
Alcohol use by young people has increased since 2006		

Which is the Correct Statistic?				
% who are regular smokers	20	15	10	5
% of 15 year olds who had been or were in a sexual relationship	45	35	25	15
% of 15 year olds who had had or were having sex who never used any contraception or STI protection	40	30	20	10
% of young people who had accurate knowledge about forms of contraception and knew where to obtain them	75	50	25	10
% of young people who had used an illegal drug in 2008	52	42	32	22
% who said they had at least sometimes been afraid of being bullied at school	38	28	18	12

Put in Order 1-6 : What young people worry about a lot	
Health	
Tests and exams	
Their appearance	
Being bullied	
Relationships between their parents/carers	
Careers	

How did you do? If you got more than half correct you are either very well informed or you cheated - or you may be 15 yourself. We have used this quiz with a range of adults: parents, teachers, health professionals, police officers etc. and usually their ideas about young people don't coincide with what young people themselves say. For example, one usual response is to assume that far more young people are engaged in risky behaviour than the "normal" situation.

Is this important? Well, yes, it could be that are attitudes towards young people and our assessment of their needs is distorted by our own perceptions, often fueled by the media.

Not only may this lead to young people mistrusting adults because they consider that they are out of touch but it may also offer young people a view of their lives which is profoundly negative as though their adolescent years will be defined only by danger, disaster and anxiety. Of course, we should not be complacent or ignore the genuine vulnerability that awaits many children and young people but there is significant evidence of the impact on young people's behaviour of "normative views" - that is if young people believe that many or most of their peers are engaged in high risk activity then they are more likely to experiment themselves, often under the pressure of matching peer behaviour.

We need to help young people build their confidence and resilience and to anticipate adult lives that are healthy and enriched by relationships. It means issuing warnings but it is also about the celebration of all that life has to offer and the inexpressible gift of being young - rather than growing up as a sentence to be endured.

Teenagers have sex for the same reasons as adults:
Loving arms, warmth, reassurance that one matters, comfort and the touching of skin to skin. Teenagers, now out of age to be cuddled and hugged at home, are particularly vulnerable to this drop in temperature. Much sexual adventure is a disguised search for this warmth and love. **Report on teenage sexuality**

This may mean that adults who care for and have a responsibility for children and young people should constantly reassess and challenge our preconceptions about their needs and lives, not least by engaging with and talking to children and young people themselves.

The **Health Related Survey** is a key tool to help schools, Locality Teams and our health partners assess children and young people's needs and to assist us in measuring the impact of actions and interventions that we make. This year the survey will be extended to Years 5/6 in all our primary schools. This will be a hugely valuable addition to our knowledge of children and young people. **The Health and Personal Wellbeing Task Group** has been established with membership across children's services to help to manage the survey process with a focus on ensuring that the information gained and its presentation meets the needs of all who wish to enhance the wellbeing of our children and young people.

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For more information contact: Jon Pratt, jon.pratt@cambridgeshire.gov.uk or by telephone: 01480 375171

The Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme is organised and managed by the Cambridgeshire Personal, Social and Health Education (PSHE) Service and is a partnership between health and education. Currently, 97% of local schools are participating in the programme and 78 % have achieved national Healthy School status.

The Programme involves schools adopting a whole school approach to achieving set standards around: healthy eating, personal social and health education (including sex and relationships and drug education), physical activity and the promotion of emotional health and wellbeing. Last September, the Enhanced Healthy Schools Programme was launched for those schools with Healthy School status. 25 Cambridgeshire schools are currently engaged in the programme which is designed to support schools deliver the pupil wellbeing agenda. This post validation programme requires schools to identify two key priority areas to work on, linked to national and local indicators, and to agree outcomes to work on over a three year period.

Both Robert Arkenstall and Colville Primary School have achieved national Healthy School status.

Healthy Schools at Robert Arkenstall Primary School

Dominic Sharp, Headteacher describes their experience of the Healthy Schools Programme.

We know that we are a healthy school because the children confidently tell us so. They don't necessarily shout about it during our daily "wake and shake" experience, or during anti bullying week. They don't generally discuss it whilst sipping at their bottled water or while chatting in the queue to get their ballot paper stamped prior to casting their vote in the school council elections. They don't compare their roughage intake at the salad bar or congratulate the staff after each well planned and delivered PHSE or SEAL unit of work. But they do tell us when they spot a small box of chocolates donated to the staff from an appreciative parent hidden behind the fruit bowl, whilst sitting in the staff room chatting over a cup of tea, squash (low sugar) or chilled water during their "special day" treat. This is not a moment for excuses but an ideal opportunity to discuss healthy lifestyle choices!

We aim for our children to be happy, safe and fulfilled. Becoming a Health Promoting School recognises an ethos and methodology which puts people first and we are proud of our award.

Colville Primary School achieves national Healthy School status

Headteacher Andrew Hastings describes how the healthy schools programme provided a framework to undertake planned changes for the school.

In 2006 when we started the process to gain national Healthy School status we were at the point of considering how to further develop the curriculum to increase cross-curricular working and the engagement of children in their own learning. Participating in the Healthy Schools programme was too good an opportunity to turn down as it provided us with a clear and supportive framework to support our planned development. We embarked on the audit and staff training, determined it would have a positive impact. The whole school engaged in the process with parents involved with the Steering Group and the children through the School Council. We developed the curriculum, integrating PSHE throughout a range of subjects, leading to greater staff confidence to make changes to the whole curriculum, supporting learning across the subjects and ensuring greater coverage in the Foundation Subjects.

The 'badge' of Healthy School is an important reminder of the need to look at a school other than as a place of academia. Our latest venture, following consultation with children, is to develop social niceties in the dining hall. Our older children enjoy their new roles as 'lunchtime buddies', sitting with the younger children and promoting conversation, developing table manners and supporting healthy eating. We are now looking forward to taking the school through the Enhanced Healthy Schools process and achieving the recognition that comes with it.

Quotes:

Year 6 child 'it will help me with my own children when I am a grown up.'

Year 1 child 'it is good because you have someone to talk to, people don't shout anymore and that they will try the vegetables if the buddy tells them it is nice'.

The **Lunchbox Challenge**

The Lunchbox Challenge Programme, produced by **Cambridgeshire PSHE Service**, was developed to help schools extend their work on healthy eating to packed lunches.

Designed for year 5 and 6 pupils in mainstream schools the resource can be adapted for use with younger children and for children with special needs. It includes a unit of work 'Healthy Eating and Top Grub' which is compatible with the Cambridgeshire Primary Scheme of Work for PSHE. It also includes: a script, a rap, letters of invitation for parents/carers to a Lunchbox Challenge event and certificates for the school and children for running the Lunchbox Challenge in their school.

Both Bushmead and Murrow Primary schools helped launch the Lunchbox Challenge Programme to other schools across the county.

The Lunchbox Challenge at Bushmead Primary School

The Lunchbox challenge programme was implemented in Years 5 and 6 in Autumn 2009 and the children were keen to participate and perform in front of the rest of the school. The 'Top Grub' cards were very popular as was the 'Lunchbox Rap' and the children soon became experts at both!

Headteacher Linda Young at Bushmead shares their experience of the Lunchbox Challenge.

Lunchbox Challenge at Murrow Primary School

In late autumn 2009 the children at Murrow Primary School threw their heart and soul and all their acting talent into supporting the launch of the Lunchbox Challenge Programme.

On joining the staff at Murrow Primary School in September 2009 Adrian Love, year 6 teacher, took on the Lunchbox Challenge with the children. Although the children had addressed healthy eating as part of their PSHE programme work in year 5, Adrian decided to consolidate their knowledge and understanding of healthy eating by working through the unit of work 'Healthy Eating and Top Grub' included as part of the Lunchbox Challenge resource. This was followed by the children planning and rehearsing their performance of the Lunchbox Challenge in readiness for the launch event to other schools in Fenland in November 2009. Sally Elding from Cambridgeshire Education IT Service recorded the children's production to include on Starz, Cambridgeshire's on line platform for primary school children. The event saw stunning, fun packed performances from all the children along with audience participation as teachers, dieticians, PSHE staff and health colleagues were challenged to put together a healthy lunchbox. Adrian said 'the children really enjoyed performing the Lunchbox Challenge which has inspired them to go on and devise and prepare follow up activities. Healthy eating has become a focus for cross curriculum work including literacy, numeracy and science'. The children have gone on to produce healthy eating posters, stories and a Healthy Lunchbox club for other children across the school. More work is planned with parents/ carers so that they will understand what the school is trying to achieve with the Lunchbox Challenge programme.

The chance to perform the 'Challenge' and be filmed for the dissemination events meant that there was some healthy competition between the children to see whose presentation was the best. We ended up with a lively performance including some very professional looking newsreaders, some mad scientists and a 'girl band' performing the musical links! The rest of the school were highly entertained!

Taking part in the 'Lunchbox Challenge' enabled us to trial the 'Top Grub and Healthy Eating' unit of work within our PHSE curriculum and involve our Parents/Carers in making healthy choices for packed lunches. The unit of work is much enjoyed by the children and it has now had an impact on their food choices in preparing and helping to prepare their packed lunches everyday.

As a result of the Lunchbox Challenge we have visual displays on what constitutes a healthy meal in prominent places in the dining hall. The children enjoy discussing with each other which groups of food they have eaten from during the day.

Quotes:

Jack Y6 "I now know what to put in my lunchbox to make it healthy"

Connor Y6 "I now have 5 portions of fruit or vegetables every day"

Shabnam Y6 "I loved playing the mad scientist in the Lunchbox Challenge!"

Sue Spencer Y6 teacher "The children felt very honoured to be part of this initiative and it has had a positive impact on their healthy eating choices"

Quotes:

Adrian Love... 'The children really enjoyed performing the Lunchbox Challenge which has inspired them to go on and devise and prepare follow up activities. Healthy eating has become a focus for cross curriculum work including literacy, numeracy and science'.

Melissa, Year 6 "I liked being able to organize and run a club to show children different types of food."

Niall, Year 5 "It was good being able to help other children find out what was healthy. I enjoyed being able to tell other children about this."

Joel, Year 5 "The lunchbox challenge was good because I was able to work with other children to help children in the school."

The Lunchbox Challenge in Starz

Starz has joined forces with the PSHE Team. You can now go to www.starz.org.uk and follow the link in the top right-hand corner made by children from Bushmead Primary School as they perform their version of the Lunchbox Challenge. Follow the link to play the Lunchbox Challenge Game. Use the resources provided in the gallery to make your own resources, games and activities. web

Cambridgeshire **Anti Bullying** Policy Development Toolkit

This resource was launched in 2008 and since then has supported local schools in reviewing and developing their anti bullying policies and practice. It includes a comprehensive policy framework, guidance on how schools can personalise the policy to meet the individual needs of their school community, and a bank of consultative activities to enable the whole school community to participate in the review and development of the policy. The resource has been developed in line with the recent DCSF guidance, Safe to Learn: Embedding Anti Bullying Practice in Schools. It is regularly updated and also provides schools with gateways into current local and national guidance.

Policy Development: Earith Primary School – Headteacher – Sue Spooner

This toolkit has played a significant role in supporting the review of our Anti Bullying Policy. It has helped us evaluate our work and consult widely with all stakeholders. The activities within the toolkit proved useful in helping us to develop our understanding of bullying. By reflecting on our own experiences and examining different behaviour scenarios, we have been able to develop a common definition of bullying which is now owned and understood by all. Parents and carers were given the opportunity to take part in these activities through invitations to attend one of our regular coffee mornings.

The toolkit has supported our school in reviewing our current practice. The school council assisted in conducting a questionnaire with the children to discover how safe they felt at school including identifying places within school where bullying may sometimes occur. The children also identified people within school who they could comfortably talk to if they were worried about anything. These audits, including examining our school's work against the commitments in the DCSF Anti Bullying Charter, have been useful in helping us to develop our practice.

The framework for the Cambridgeshire Anti Bullying Policy has supported us in identifying and communicating good practice currently taking place at our school which contributes to promoting our anti bullying ethos. Work such as playground buddies, parent/carer SEAL workshops, PSHE and the use of Persona Dolls are important parts of our preventative work. As well as having an immediate and clear system for responding to incidents of bullying our policy also describes strategies such as the use of Listening Boxes and Circle Time as methods for responding to and following up incidents of bullying.

The toolkit is designed to reflect the local needs of Cambridgeshire schools and contains a number of case studies describing anti bullying practice in local schools and locality teams.

Happy Surgery: Thongsley Fields Primary and Nursery School – Annouska Riggall and Martin Jones

In recent years, as part of our anti bullying work, we have established a service known as Happy Surgery. The surgery provides a safe and confidential place where children can be helped to resolve relationship issues through peer mediation. The Happy Surgery team meets each week and consists of children from each of the KS2 classes who have been trained as counsellors and are supported by teaching staff.

Children request appointments with the counsellors via the Happy Surgery post box. They are invited to attend the surgery where they receive support from the counsellors and are encouraged to talk about their problems and discuss strategies for resolving them. In some cases, at a later date, this has led to children engaging with a conflict resolution process with the perpetrator.

Happy surgery has a high profile within the school. All the children are familiar with the surgery and it is well used.

"Happy surgery has helped me resolve arguments and stay happy with my friends. We learn how to sort out our problems without getting cross"

The children on the Happy Surgery team are very committed to their role in helping and supporting others.

"I think it's really fun because it's not just going to a class room and saying have you had this problem before but it's actually helping people sort things out really really well".

Some of the children who have trained as counsellors have themselves experienced bullying in the past and have used the service to support them in resolving their own relationships issues. This has been very inspiring and is a clear indication of how much this service is valued at our school.

The PSHE Service is interested in receiving examples of good practice in anti bullying work and can provide schools with assistance in contributing case studies to the toolkit.

Learning about **Healthy Lifestyles** with **Harold** the giraffe

The 'Life Education Centre' mobile classroom has just enjoyed its sixth visit to Huntingdon Nursery School to work with pupils, staff, parents/carers and governors. Topics covered included work on the human body and keeping ourselves healthy and happy. We focused on our physical needs and encouraged pupils to share activities that they enjoy at nursery and at home. Through our wonderful and much loved giraffe puppet Harold, the children developed their knowledge and skills relating to personal hygiene and medicine safety.

Our two specially designed 'Life Education Centre' mobile classrooms provide a stimulating and exciting learning environment and operate in nursery, primary and special schools across Cambridgeshire and Peterborough. As part of the Cambridgeshire PSHE Service, we deliver drug and health education programmes that support and enhance the excellent work going on in schools through PSHE and Science. The programmes are integrated into the Cambridgeshire Scheme of Work for PSHE and clear links are made to the 'Every Child Matters' outcomes. Visits of the Life Education Centre also support the 'SEAL' programme and schools' work through the 'Healthy Schools' programme.

All LEC programmes are based on three common strands:

- developing body knowledge to include physical and emotional needs
- learning and practising life skills
- enhancing self esteem

Programmes develop through Key Stage 1 to consider the use of medicines in more detail as well as focusing on a balanced diet and managing emotions and friendships. Into Key Stage 2 the programmes also include work relating to cigarettes and alcohol. Upper Key Stage 2 pupils extend this work through a structured drugs discussion which explores legal and illegal drugs. Strategies for recognising and managing influences are explored and skills to assist in decision making and the development of assertiveness are practised.

Now in our twelfth year, we visit over 90 schools each year, working with 20,000 young people, their teachers and support staff and over 1,000 parents/carers and governors.

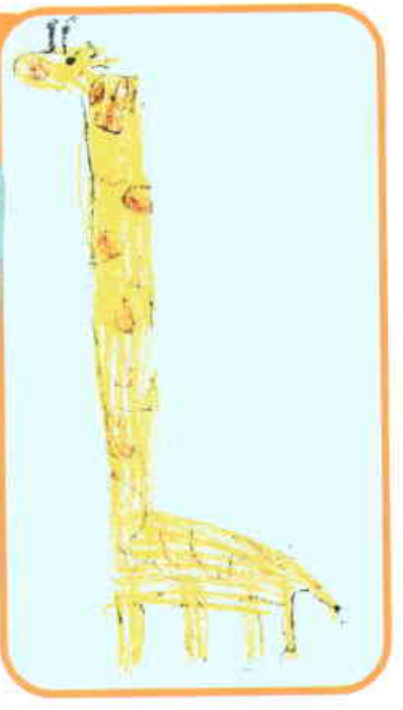
info

For further details or to book a visit for your school please contact Louise Augarde – Senior Educator on 01480 375171 or at louise.augarde@cambridgeshire.gov.uk

"The children, as always, loved their visit to the Life Education classroom."

"Has given us plenty of opportunity to extend our PSHE work."

LEC Educator Jan Cooper with pupils from Huntingdon Nursery School and Harold the giraffe.



Harold the giraffe.

Bottisham Village College

The pathfinder school for the county wide **Young People's Smoking Prevention** and **Cessation Programme**

In early February, 30 Year 10 pupils at Bottisham Village College attended a one day training programme to become the first smoke-free mentors in Cambridgeshire secondary schools. This Programme aims to implement a young person centered approach to preventing the uptake of smoking amongst young people and to inform the development of a young person sensitive smoking cessation service. Funded by Local Public Service Agreement (LPSA) Reward Grant Funding, it is a partnership between Cambridgeshire PSHE Service, Trading Standards and NHS Cambridgeshire who are the budget holders.

Bottisham Village College is the first Cambridgeshire secondary school to be part of a programme which will involve ten secondary schools and 50% of their partner schools over the next three years.

The smoke-free mentors will be supported by the PSHE Service to contribute to the delivery of a PSHE unit of work on smoking related behaviour with year 6 children in partner primary schools, support the delivery of work to year 8 pupils in their own schools and contribute to parent evenings. They will also inform the work of Trading Standards and the development of a young person sensitive smoking cessation service as well as engaging the support of the local community in preventing young people from taking up smoking.

Jude Melling Assistant Principal 'This is a really exciting initiative and an issue which many of our young people feel very concerned about. We look forward to working with our partner schools and the wider community as part of the programme.'

Cambridgeshire Community Sex and Relationships Education Programme

This programme focuses on enabling schools to develop high quality policies and practice in Sex and Relationships Education. The PSHE Service has led clusters of schools and local health workers in developing shared SRE policies with inbuilt flexibility to reflect each school's particular situation and needs. One of the many benefits of the programme for schools has been an increased feeling of security when working on a sensitive issue.

Many materials have been developed in response to requests from schools to support them in key areas such as involving parents in SRE, building teacher confidence and assessing children's levels of understanding. As a result of this work, many schools have held staff training on delivering SRE.

The policies and supportive documents are all available on the School's Portal.

Cambridgeshire Community Drug Policy Programme

The Cambridgeshire Community Drug Policy Programme aims to support schools in partnership with other local organisations in reviewing policy and practice on drug education and in developing effective and appropriate responses to drug-related situations and incidents.

Since the beginning of the programme in 1998, the PSHE Service has led groups of schools in the development of shared drug policies, involving local communities and workers and establishing high quality drug education within the broader context of PSHE. After the initial cycle of research and review of practice and policy development, the school clusters have been led through a review process to ensure policies and practice reflect current guidance and legislation.

As the programme has progressed, the PSHE Service has responded to schools' requests for further guidance e.g. on assessing children's learning, responding to specific incidents and involving parents. An extensive toolkit of guidance is available on the school's portal. The work of this programme fully supports schools as they work towards national Healthy School status.

The **Primary SEAL Programme**

The SEAL **(Social and Emotional Aspects of Learning)** programme began in Cambridgeshire in 2004, and 93% of Cambridgeshire primary schools are now participating.

Those who have continued to develop the programme in their schools report that it makes a positive difference to behaviour and relationships in school, and that children feel equipped with more strategies to manage the social situations they meet in and out of school.

This year, the focus is on supporting schools in 'refreshing' and sustaining the programme, on developing the new Cambridgeshire Primary Personal Development programme to enable schools to deliver SEAL alongside PSHE, and developing the partnership with parents and carers over SEAL, including through the Family SEAL programme.

Thomas Eaton Primary School is one of four schools that have been trialling Family SEAL. We hope to provide training in the Autumn to share these experiences with other schools. Here, Claire Matthews, Deputy Head at Thomas Eaton, shares their experience of Family SEAL so far.

Parental Involvement in SEAL

Our SEAL journey began in September 2005 and, since then, SEAL has become integral to our school improvement. Our children have benefitted from both the taught elements of SEAL and those which permeate our whole school ethos.

We recently identified a need to further engage parents and to use their support to enhance the work of SEAL in our school. Thus far we were communicating with parents in our termly newsletters with details about the SEAL theme and we made the 'Gold' SEAL resources available to anyone who requested them.

We have recently developed our parental engagement further by planning a two year cycle of parent workshops with Family SEAL as the key resource. Over the next two years we will hold a workshop each half term. We planned this way because we deliver the SEAL units across two years and we wanted to deliver the parent workshop alongside our launch of SEAL in school with the children. The 12 workshops will include one on each of the seven SEAL themes, plus reading, writing, drugs awareness, sex and relationships education and headlice!

The Family SEAL workshops are being delivered jointly by our Parent Support Adviser and an HLTA from within school. The hope is that following this two year cycle, the next cycle will be run by the HLTA and a parent who has attended. Next, it will be run by the parent, alongside another parent who took part. We are hopeful that these will ultimately be completely led by parents for parents. The workshops are informal. They are held during an afternoon, and we provide a crèche run by a local childminder. The adults work together for about an hour and there are lots of opportunities for parents to discuss ideas and share experiences. For the final 30 minutes, parents are joined by their children. During this time we use a selection of materials from the Family SEAL resource for the parents to sit and share with their children. These examples encourage parents to engage with their children, talking with them and listening to them. Although we are in the early stages of this exciting new chapter with SEAL, it is already proving to be a success with parents appreciating the opportunity to share experiences of behaviour, how they dealt with situations etc. It has also led to some self referrals to the PSA for further support, particularly in behaviour management and routines at home.

We are looking forward to monitoring the impact of these sessions and hope that they will become a key element to our SEAL work in school.

Governors' Questions
About Community Cohesion

- **Isn't community cohesion just for schools in the inner cities with diverse populations?**

No, community cohesion is a duty for all governing bodies and their schools. The aim is for children and young people to value the different groups in our society and to feel part of this inclusive community. It is designed to reduce the distrust or fear of people who are different from ourselves. Community cohesion works across all differences, for example gender, race, age and others. It promotes a better quality of life for all our young people in our schools.

- **It's obviously a good idea, but if we have other priorities at our school can we put it on hold to do in the future?**

No, it's a statutory duty placed on all governing bodies. Also the new OFSTED inspection framework makes a judgement on what your school is doing about community cohesion.

- **Does duty mean we need to have another policy?**

The happy answer is no. You need to have an overview of all the policies that impact on community cohesion and check that collectively they are having a positive effect. In most cases this means recognising what you are already doing, or amending it to bring improvements. Governing bodies must have evidence of the school's progress in narrowing the gap for disadvantaged groups, for example gender, race or disability so that effective strategies are in place to over come any barriers and promote achievement of all pupils. There is a strong need for the school to know its community and listen to them about what their needs are and how they can be met.

However, the Institute of Community Cohesion (iCoCo) has a number of examples of Ofsted inspectors criticising the absence of a written policy – perhaps because the schools were also unable to demonstrate any coherent strategic approach. In the light of this, iCoCo is recommending that schools either write a short cohesion policy to guide their planned strategy, or expand their equalities policies to include the community cohesion duty.

- **Which school policies have a community cohesion dimension?**

The list below is not definitive, but an indication of the wide range of policies that have a community cohesion dimension.

- Curriculum policies
- Behaviour policy, including anti bullying policy
- Race equality or single equality policy
- School trips
- Lettings policy
- Charging policy
- Collective worship
- Home school agreement
- Sex and relationships policy
- Recruitment and selection policy and procedures

- **Would it be a good idea to have a named governor for community cohesion so we know its being covered?**

From the list above, it's clear that community cohesion is involved in all aspects of the work of the governing body. The danger is that if one person has responsibility for community cohesion, other governors may think they don't need to be concerned as it is covered by someone else. All governors need to have an awareness, so they can ask questions, whether it's about the curriculum, personnel or building issues.

- **What type of questions could governors ask?**

- Are we confident that we know the context of our school in terms of its faith, ethnic, cultural and socio-economic composition and that of its immediate community?
- Is our strategic plan of action for promoting community cohesion based on our knowledge of the school context?
- Have we conducted an audit of all the work our school currently does which has an impact on community cohesion?
- Are we as a school community aware of the importance of community cohesion and committed to it? What evidence do we have of this?
- Does the achievement of different groups of pupils show that they are making better progress as a result of the policies and actions to promote community cohesion?
- Is there good participation of all groups of pupils in different events and activities in the school? How is this monitored?
- Is there evidence that all groups have been effectively consulted on identifying their needs and possible solutions? Has this been helpful?
- Can we provide examples of tolerance and respect from our school community?

- How are children or young people at our school made aware of local, national and global issues around inequalities and sustainability?
- Do our children or young people have opportunities to have contact with other children living in different situations, and if so, what impact has it had on their understanding of identity and community and on their attitudes to diversity?
- Is the school complying with all its equality and community cohesion duties
- Have we analysed staff and governor training needs relating to equality and community cohesion issues? What needs have been identified and how will they be addressed?
- Does the SEF contain sufficient evidence of impact of the community cohesion strategy and its effect on pupils' attitudes, behaviours and knowledge?
- Can we identify how all curriculum areas contribute to community cohesion?
- Are pupils able to talk about the impact of the school on their understanding of community– has it changed their views?
- **Is there any guidance we can read and which will give us a steer on the types of questions we should be asking?**

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Equality and Community Cohesion in Cambridgeshire Schools: Making Children Matter
Available on the Cambridgeshire Education Portal
www.ccceducation.net Resource ID 3983

DCSF Guidance on the duty to promote community cohesion (ref. 00598-2007DOM-EN)
www.teachernet.gov.uk/publications
Teachernet also has a number of practical resources for reviewing, monitoring and evaluating community cohesion work

Ofsted guidance for inspectors
www.ofsted.gov.uk

The Institute of Community Cohesion (iCoCo) has a number of resources on its website.
www.cohesioninstitute.org.uk

info

For more information contact Bethan Rees, CREDS Manager
Bethan.rees@cambridgeshire.gov.uk

Carol Peel, Governor Services Manager
Carol.peel@cambridgeshire.gov.uk

Education Safeguarding Group

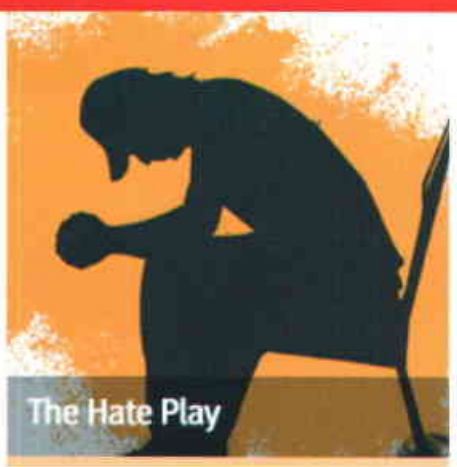
In January, the new Education Safeguarding Group met for the first time. The group aims to draw together the safeguarding issues facing schools so that the Local Authority and its wider partners can provide effective and consistent support.

As well as Local Authority Heads of Service from Human Resources, Standards and Safeguarding, Education Support and Early Years and Childcare, four Headteachers attend the group alongside other key officers from the Local Authority and its partners.

The Group will:

- offer a forum for discussing all 'schools facing' safeguarding issues
- provide a tangible link on safeguarding between the Headteacher Reference Groups, the Local Authority, the Local Safeguarding Children's Board, external schools' personnel provider and other partners to ensure a coherent approach to the delivery of high quality outcomes on safeguarding in schools and settings
- provide an appropriate vehicle for the requisition, scrutiny, promotion and implementation of relevant advice, guidance and training for schools
- advise on the development of safeguarding services supporting schools, where appropriate, so that they meet the needs of children and young people in Cambridgeshire
- monitor and analyse any relevant data to inform provision required for the development of safeguarding support
- delegate responsibility for particular areas of work to sub-committees which will be task oriented, time limited and include other relevant professionals outside the ESG with specialist expertise within the area of focus
- through its headteachers, provide regular feedback to the Headteacher groups on the work of the ESG
- through the Safe Employment Group, provide feedback to members.

The group will meet half termly for the rest of the academic year and review its work at the end of the summer term 2010 to report formally to the Local Authority's Management Team, the appropriate Committee of LSCB and to Headteacher Groups.



The 'HATE PLAY'

In the last issue of **Learning Together** we reported on the impact made on colleagues from schools and **Children and Young Peoples' Services** by **The Hate Play** performed by **The Boxclever Theatre Company** at the **Community Cohesion Conference** in Cambridge.

The company performed in six Cambridgeshire secondary schools with great success.

One significant value from using this type of experience in schools is that it allows young people to explore and reflect on dangerous and sensitive areas of experience safely but with a great sense of realism.

The reviews below, kindly provided by students from Bottisham Village College, reflect this.

We are looking to inviting Boxclever to return to Cambridgeshire with the Hate Play in Autumn 2010.

info

For further information contact; Jon Pratt, Head of the PSHE Service 01490 375171 jon.pratt@cambridgeshire.gov.uk

The 'Hate Play' was important because it raised relevant issues faced by many school students. The play dealt with up to date issues, such as cyber-bulling and the characters were really well played, meaning we could easily relate to them. I think it was good that the play wasn't all sad – there was a mix of emotions. One minute we were laughing and the next we were crying. After the play they repeated some of the scenes with the intent that a volunteer would go and intervene to change the out come of the scene. This worked well because it gave us an idea of what we could do in real life situations. After the presentation a few students were taken to Murray Edwards College to discuss the play with the actors and several head teachers from around Cambridgeshire. They acted the three scenes and then asked us whether we would come and act with the actors. We were questioned about our feelings about the play. We found the 'Hate Play' really interesting and look forward to watching similar plays again.

Eliza Spindel and Guy Birch.

When we saw the hate play it taught us a lot. It expressed the many issues and outcomes of expressing hate to someone.

I have witnessed incidents of hate and usually very minor incidents but I never knew it could lead to such a severe end as it did in the Hate play.

It showed the amount of guilt involved and how it can affect relationships. It was also a very good and interesting plot and it made us think about bullying and hate.

The actors played the characters very well. We could relate them to people we know. They understood what we are like and our likes and dislikes and so they were very appropriate for their roles.

Also they got us involved and asked people to come up and act for the audience. While up there, they demonstrated how incidents of hate can be prevented, so we knew what to do if this situation was to occur. But we felt no pressure; we didn't have to come up if we didn't want to. It was quite funny, generally entertaining and not boring.

Overall, it was very good. We all enjoyed watching and we appreciate them for coming to perform the play.

Ian Chard

A day in the life of a **Social Worker**

Close working between schools and children's social care is a key component of an effective safeguarding system. **Lauren Wicks, Social Worker** in the **South Cambs** and **Cambridge Area Team,** describes a typical day, much of which involves liaising with school colleagues.

I arrive at the office and sit down at my computer. I log on and then go off to find a cup of tea and to catch up with some of my colleagues. I like to spend the first 10 minutes each morning seeing how people are as this job can be stressful at times and people need others who will listen and give advice on situations.

I check my emails and see that I have a telephone message from a school I am visiting later that morning, asking me to call the head teacher. I give her a call and she raises some new concerns that she has about a family I am currently working with. I take notes and ask questions. I thank the head teacher for the information and tell her that I will be contacting the parents to discuss the concerns. The head teacher had already spoken to the mother, but was not satisfied with the reply she received. The first thing we always ask when speaking to schools is "Have they spoken to the parents?". In some cases, situations can be resolved if the teacher is able to raise the concern with the parents and then we don't need to be involved. This is not the case here however.

I try calling the parents but can get no answer; I make a note to try again later. I record my conversation with the head teacher onto our data base and then go out on my first visit of the day, to share my completed Initial assessment with a family. A referral has been raised from a health professional about the living conditions. The mother has a one year old baby and the health professional believes that we may be able to offer her some support. My recommendation is for the mother to receive some support from our family support team. They will help her address the poor living conditions and keep on top of things. I believe that the mother may also be suffering from depression, so I suggest that she see her G.P.

My next visit is to a school where I have arranged a Child In Need meeting. This is a meeting where the carers, and other, professionals working with the family, discuss any concerns about the children and then make a plan to improve a situation. These multi professional meetings are crucial in ensuring that a holistic view is gained on a situation. Schools are vital when gathering information as they are the ones who see the children on a daily basis. The meeting goes well and we make a plan detailing each professional's role. The school will help support the mother by calling her each morning if the children are not in school by 9am. As the children have had a rough time at home lately, we agree that the school nurse will meet with the children on a regular basis to see how they are doing and so they can talk about any worries they may have. We agree to meet again in 6 weeks to see how things are going.

I then go back to my office and try to have a bit of lunch and catch up with my emails and recording. I spend the rest of the afternoon, typing up Initial assessments and making phone calls to other professionals. As I leave the office I start thinking about my own children and what's going to be for dinner!

Social workers must work closely with schools to ensure an effective safeguarding system.

"We **expect** a lot from you because we **think a lot of you**"

In terms of their well-being, the transition period from primary to secondary school can be difficult for many children. The editor visited **Thomas Clarkson Community College Wisbech** to find out from **Sarah Loosemore, Leader of Transformation Year 7,** about how the school is smoothing the way for this year's intake of new students.

On the first day, Sarah explained, the students were in school with just the prefects, so they got used to the surroundings without the whole school being present. Year 7 had a session on what made them "mad, sad and glad". Answers to the first were thankfully largely confined to issues like blisters from new shoes. On the second, missing friends and teachers from their primary featured heavily while the third included positive comments about friendly prefects and feeling more confident.

The local Youth Inclusion and Support Panel had helped identify children known to be "worried" so that they could be targeted with extra help.

Nineteen days into term came a celebration event, with parents invited. As well as presentations on what students had done so far, there were drama and dance displays which demonstrated how confident many children were feeling. The evening also offered an informal opportunity for teachers to chat with parents. There was a 65/70% turnout of parents, many of whom said their children were settling in well and they were pleased to have had the chance to find out so early in the term.

End of term saw a Celebration Assembly at which learning prizes and community prizes were awarded. These were chosen by the form tutors and each department also nominated two students who had excelled. Also, at this point in the year, a new initiative saw Year 7 students sending postcards to their old primary to say how they were getting on – the universally positive messages will no doubt be reassuring to Year 6s. A typical message was "I love it here at Thomas Clarkson. All of my lessons are fun and exciting. I have made loads of new friends. All my teachers are really nice". End of term also saw a Fancy Dress and Firework evening for Year 7. The event proved to be a real success and was organised by the Parents and Friends of Thomas Clarkson. Students really went to town on their costumes and staff joined in as well.

As well as these events and initiatives, a lot happens on a day-to-day basis to help build students' confidence and well-being. Form tutors work very closely with the students in delivering and monitoring the development of their Personal, Learning and Thinking Skills. Recognition systems work very well so, for instance, there is an "I Behave" scheme with weekly trophies for top form groups and individuals. Students who achieve something special will get a mention at assembly – Sarah gave an example of a pupil who had helped an elderly neighbour who had slipped in the snow. This example also demonstrates how out-of-school activity is also viewed as important and deserving of recognition.

Sarah has noticed the marked increase in the confidence of most students. Many are now happy to stand up in front of assembly and speak or to perform to large groups. Strategies are however in place for the inevitable "shy souls" who will get special attention from their form teacher.

Looking ahead, the Mad, Sad, Glad exercise will be repeated this half-term, when it will be interesting to see how the responses differ from day one. Sarah mentioned that a particular reason for investing heavily in this Year 7 is that they will be the first Year 10 in the post-Building Schools for the Future era at Thomas Clarkson and therefore very much ambassadors for the school.

Finally, to the title of this article. This is a strapline which the school uses and which has been very much picked up on by the students themselves. It's clear that at Thomas Clarkson this isn't just a slogan but something genuinely meant.

Safeguarding makes the grade at Friday Bridge

"The effectiveness of safeguarding procedures" is an important aspect of Ofsted inspections. Most Headteachers will be confident that their school performs well in this area but how can you prove it to the inspectors, especially given the short time available? **Friday Bridge Community Primary School** recently achieved grade 1 for Safeguarding and the editor spoke to Headteacher **Jayne Williams** about how the school got there.

Jayne told me that in her 12 years at the school she had made the development of a positive, protective culture a priority. Having sound policies and procedures is obviously vital but achieving that culture means going well beyond the statutory requirements and embedding safety in all aspects of school life. Therefore, when, the Ofsted inspector asked for documentation around safeguarding, Jayne was determined to ensure that he was fully aware of this bigger picture. She compiled a dossier which included all policies and procedures but also material covering areas like staff qualifications and training, parent newsletters, staff and governor briefings, health care plans – everything which demonstrated how consciousness of safeguarding permeates all aspects of how the school operates.

Jayne took me through some of this material in more detail. The school's Newsletter, for instance, generally contains safety-related messages in topics such as cycling and parking. Jayne also takes the opportunity, two or three times a year, to remind parents of their role as responsible citizens in reporting any concerns they might have that children in their neighbourhood are being ill-treated.

Staff training is a priority with over 80% qualified as first aiders and three as designated personnel. The school is part of the Wisbech Network Learning Community which sees much joint working on safety-related issues such as behaviour and discipline.

Jayne's detailed termly report to her Governors informs them of any involvement with social care, any racial incidents, training undertaken and information about safety initiatives.

Before Autumn Term starts, all teaching and support staff meet so that Jayne can highlight safeguarding issues that affect everyone; such issues are then revisited at staff meetings. The Ofsted report commented on how the staff work closely together with teamwork strong and morale high. Staff feel confident to share concerns and information in a culture of openness.

Families are also clearly confident too; those who completed the Ofsted questionnaire were unanimous in saying that the school keeps their children safe.

A final quote from the Ofsted report to sum up. "The arrangements for protecting and safeguarding pupils are outstanding. They meet all current regulatory requirements, are regularly reviewed and staff are constantly and keenly aware of safeguarding issues as part of their daily work".

Jayne is very happy to share with colleagues her experience of preparing for this aspect of an inspection; she can be contacted at **head@fridaybridge.cambs.sch.uk**

Retirement

Lynne Anderson
Headteacher, Monkfield Park Primary School

Answers from page 12

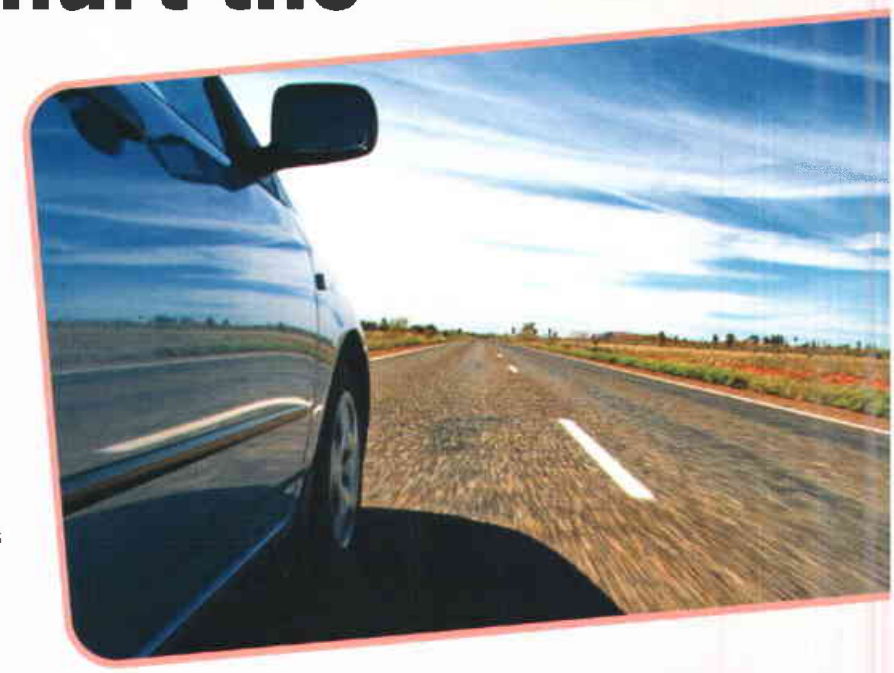
True or False	Correct Statistic	Order of Worries
1. False	1. 10	1. Appearance
2. False	2. 15	2. Tests and exams
3. True	3. 40	3. Relationships between parents/carers
4. False	4. 50	4. Health
5. False	5. 22	5. Careers
6. False	6. 26	6. Being bullied
7. False		

Last Issue:

In the Autumn Term Edition of Learning Together it was incorrectly stated that **Dr Derek Cracknell** was a governor at St Peter's C of E (A) Junior School. The article should have stated that Derek had received a **Certificate of Achievement** for his contribution to the work of the governing body at **St Peter's Secondary School** for many years. **Please accept our apologies.**

THINK! Don't hurt the one you love!

Cambridgeshire and **Peterborough Road Safety Partnership** urged road users to keep safe as this year's **Valentine's Day** approached.



The 'For My Girlfriend' Valentine campaign targets, every year, young male drivers who are overrepresented in the crash statistics locally, regionally and indeed across the UK, a trend that has sadly continued for some time.

During 2008, records show that a total of 72 accidents caused the death, or serious injury, of young people aged 17 - 24 on Cambridgeshire's roads, and the majority were young male drivers. In addition, more girls die as passengers in cars, often with their boyfriends or young male friends at the wheel.

Changing the attitude and driving behaviour of young males has traditionally proved difficult, as giving out the message that they themselves could be killed or seriously injured through driving unsafely gets ignored all too often.

However, research shows that the prospect of killing or maiming someone they love, such as their girlfriend, is potentially key to young males taking notice and refraining. For example, from drink driving and driving too fast or without enough care and attention or handling control.

This year, the road safety partnership felt it needed to work more closely with professional educational specialists, and even more critically with young people in education aged around 17-19 years, to help package the messages for the best impact. The County Council took the lead in commissioning a theatre production with the students, working closely with Cambridge Regional College and their highly talented arts students. The result was a hugely compelling play, featuring a young male who had just passed his driving test, driving his girlfriend and friends around enjoying their newfound sense of freedom. Sadly, he'd had a couple of beers, felt he was ok but absolutely should not have been driving. The result was a fatal car accident, with his girlfriend and some of the passengers killed. The rest of the play portrays the severe emotional impacts on the survivors of the crash, and the families and friends of the victims.

Phil Rennie, the Council's Road Safety Officer said:
"It was a brilliant play, and a great example of the value of working in partnership with schools and colleges. We even managed to get a real life police officer a small part in the play, expertly recalling the agonising experience of knocking on the door of a fatal victim's family to inform them of the tragedy. He was also able to supply the students with genuine props, such as the police breathaliser machine, hi-visibility jackets and the reinforced hats!

The play surpassed our expectations, so much so that plans are afoot for it to tour the county's colleges and schools, taking these lifesaving road safety messages to students throughout Cambridgeshire and Peterborough. We are enthusiastic about this helping us in our mission to save lives on the roads. The college has even produced a professionally edited film of the play to go onto You Tube....I can't speak highly enough of the experience and end product of working together with Cambridge Regional College and their students".

info

For more information contact Phil Rennie, Road Safety Officer 01480 375487 or email **phil.rennie@cambridgeshire.gov.uk**

On Valentine's Day...

"Don't hurt the one you love"

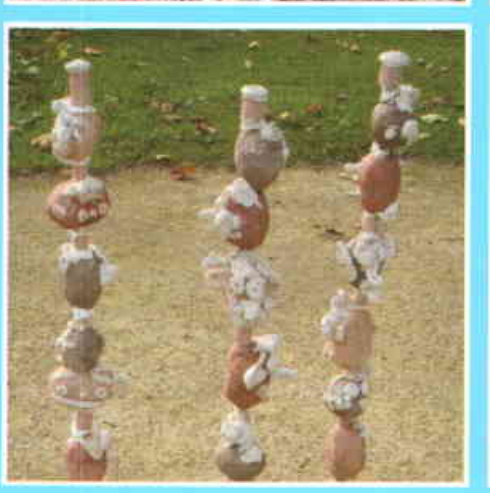
See the film at: www.fmg.org.uk

FOR MY GIRLFRIEND™

MORE GIRLS DIE AS PASSENGERS THAN AS DRIVERS.
TAKE CARE WHEN YOU'RE OUT AS A COUPLE.

A FOR MY GIRLFRIEND PRODUCTION

Cambridgeshire and Peterborough Road Safety Partnership



'Artist in Residence' from Alconbury Primary School, Huntingdon, every child and many parents/guardians worked on pieces during the residency.